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"The legislator has felt that he would antagonize local feeling if he promoted laws which would give the state a real means of redressing and preventing this crime. He would encounter the argument that the locality should govern itself.

"But he should know that by withholding such laws and by denying such protection to the persons who are in the custody of the law he participates in perpetuating a situation which demands remedy and which, if unremedied, invites the interference of the central government, and threatens, to a degree which we do not like to contemplate, the rights of the state over matters absolutely essential to our welfare.

"The legislator will find that the real enemy of local self-government is he who persists in the maintenance of a system of laws which do not, in fact, govern, but which offer the shadow for substance.

"The man who most imperils the right of the state to govern its own affairs is he who aids it to govern wrongfully."

—W. E. Wimpy, in *Manufacturer's Record*, Aug. 24, 1916.

**Education and Recreation in the Army.**—That education and recreation as applied to the new army has passed the experimental stage and is now a vital factor in the training of the soldier was shown at a convention of army educational officers, held at Camp Zachary Taylor, near Louisville, Kentucky, on December 9, 10, and 11, 1919.

Early in the year, the War Department actuated by a deep sense of responsibility felt towards the millions of men brought into the service during the war, as well as by the astounding facts as to illiteracy and physical condition of the young men of the country as shown by draft statistics, and the excellent work done by the Commission on Education and Special Training, had conceived an army built on a new plan. It was proposed to make the army not only a military force to be trained and ready in time of national emergency, but a great educational institution where young men of the best mental, moral and physical conditions, and with the highest ideals of patriotic citizenship would be produced.

This plan was realized, in a measure, when the Congress appropriated the sum of \$2,000,000 to be devoted to this purpose during the fiscal year 1920. Accordingly, in September of this year instructions went forward to the commanding generals of all divisional camps and of territorial departments, who at once appointed on their staffs officers known as education and recreation officers to assume direct charge of the work. Each officer has associated with him at least one civilian expert in educational affairs, who furnishes assistance and advice in establishing schools and manual training classes.

But it remained for the Camp Taylor Convention, called by the Secretary of War in order that the work in general might be co-ordinated and rough places smoothed out, to show that the army is now in reality a great training school where the mothers of our young Americans will be glad to see their boys go. This idea of the army as a vast university in khaki is admittedly hard to conceive, but nevertheless the thing has been accomplished right before our eyes.

No longer is the army merely concerned with the making of a recruit into an efficient fighting man, by giving him the prescribed system of military train-

ing only for a few hours of the day and leaving him almost entirely to his own resources for the remainder of the day. It now assumes responsibility for the entire twenty-four hours of his day, and sees that every portion is gainfully spent in useful study or helpful recreation. In the soldier's life, education and recreation now have equal places with military training, and are definitely scheduled in the programme of daily work.

All training, whether purely military or educational, has as its main object the development of the soldier's mind to make him a responsible thinking human being. Every soldier, however poorly he may be educated, or however limited his experience, has still a thinking mind, and that mind is active practically all the time. Such a man is perhaps incapable at the moment of looking at affairs in a broad sense, but the object of all training must be to guide that mind in the direction of right thinking. In order to accomplish this the instructor himself must be able to estimate about what are the channels of thought in the mind of the men being trained, in order that he may so conduct his own part of the work as to gain the confidence of the men he is instructing or leading.

In developing the soldier's mind the most rapid progress is made by placing upon the man, as early as practicable, as much responsibility as he can stand. This placing of responsibility on the man stimulates his pride, raises his self-respect, and urges him to better effort. This is applicable in all kinds of training. It is character building, frequently called moral training, and the most effective means of stimulating self-development.

Every soldier, down to and including the last recruit, will sooner or later become a leader in a smaller or greater sense. In battle, as battles are now hands of the officers, and small groups of men must accomplish objectives necessarily conducted, direct responsibility very frequently goes out of the by themselves; hence leadership must be assumed by some or all of these men. Any one of them may be placed in a position where he must act independently and make his own decision on his own responsibility, which requires thinking and acting on his own judgment. It requires leadership. And it is to develop these latent qualities of leadership that this educational programme has been inaugurated.

New recruits are inclined to look on their officers from the very beginning with respect and as thoroughly conversant with their duties. It is very important that this natural impression should be maintained and improved, but this cannot be done unless the leaders are in the habit of thinking correctly and justly in all matters, and acting accordingly. This is necessary to gain and maintain the confidence and respect of the men. When it has been fully accomplished, then most of the small difficulties disappear. There will be a high state of morale in the command, and wherever we find a high state of morale we always find a high state of discipline, instruction and consequent usefulness.

Officers of our future armies will be required not only to be thoroughly trained in a professional sense, but must also have that human quality which comes only through a real interest felt for the welfare of the men under their command. They must not only be military instructors to the men, but also their leaders in all sports and recreation. Experience of the larger colleges and universities has shown that a certain amount of sport and recreation is a necessary part of the student's life, and as the army is now a great uni-

versity in every sense of the word, and each man composing it a student, recreational activity will be a part of its training. Here the army chaplain enters as an important factor in the handling by military means alone of all the camp activities formerly furnished by the Y. M. C. A., Knights of Columbus, etc., and the Americanization of aliens in the army.

Under the system of education now in force it is possible for men to receive instruction so as to fit them to be carpenters, blacksmiths, pharmacists, dental assistants, engine workers, mechanics, draftsmen, stenographers, truck gardeners, motor drivers, repair men, telegraphers, radio and telephone operators, etc. Such educational subjects as English, geography, mathematics, United States history and modern languages are also taught. Of course, at the present stage of the game it is not possible to give instruction in all subjects at any one camp or post, but so far as practicable, the desires of the enlisted man as to the courses to be taken by them will be met.

A certificate will be given by the local commanding officer or school officer to each man who successfully completes a course, indicating that he has satisfactorily completed the course studied. A standard War Department certificate will later be adopted, and the possession of such a certificate by a soldier who has been discharged with a character of "Excellent" will be sufficient recommendation to a civilian employer as to the qualifications of the discharged soldier for employment.

On the other hand, it is highly important that the men themselves take the thing seriously and realize that the government is concerned not only in making trained soldiers of them, but also making of them self-supporting and self-respecting members of the communities to which they will return on discharge.

This work is unique in the history of the government, and highly important in showing the trend of the army in facing the new problems developed by the World War. It will result in making the army in time of peace a more valuable factor in the life of the nation by producing men of best possible type, having a good general education, possessing a useful trade, but, above all, thoroughly trained in moral character and the duties and responsibilities of good citizenship.—From Service and Information Bureau. By Maj. Gen. W. G. Haan, in charge of education and recreation in the army.

**The New International Federation of Labor.**—Those interested in labor history will find in the October, 1919, issue of the *American Federationist* a significant report concerning the formation of a new International Federation of Labor. The report of the delegates from the American Federation of Labor is given in full. The meeting was significant, as this was the first time that labor delegates from all the leading countries had met since the armistice was signed. The feeling against the German delegates was plainly manifest and it is interesting to note that the American delegates minced no words in paying their respects to the leaders of the German labor movement.

The alignment in the meeting is of interest. The English, American, French and Belgian delegates stood in the main together and on the basis for the distribution of voting power these delegates were in the majority. This enabled them to elect the officials of the new Federation. Mr. W. A. Appleton of British Federation of Trade Unions was, upon the nomination of Mr.